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ABSTRACT

The handbook presents a series of implementation suggestions for vocational education special needs programs generally, and in Alabama. Special Needs Programs for Disadvantaged Students defines the term disadvantaged student and provides criteria for their identification, with form information. Special Needs Programs for Handicapped Students lists 10 handicapping conditions and provides form information. Vocational Teachers for Special Needs Classes describes certification and personality requirements for working in such programs. Facilities discusses the need for maximum accessibility and usability by the students. Evaluation stresses the need for continuous evaluation of the program in terms of individual student progress and overall program effectiveness. The terms of the Cooperative Agreement with Vocational Education, Vocational Rehabilitation and Crippled Children and the Program for Exceptional Children and Youth in the Coordination of Services to the Handicapped in Alabama are presented in full. Plan for Assuring Vocational Education for Disadvantaged and/or Handicapped Students provides guidelines and necessary State form numbers. Policies and Procedures for Conducting Special Needs Programs in Alabama cover the responsibilities of the State coordinator and supervisors, and district supervisors. The forms used in Alabama are appended. (LH)

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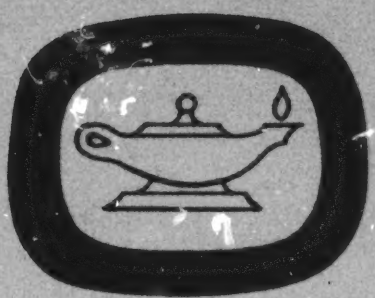
ED115848

HANDBOOK ON IMPLEMENTING

VOCATIONAL EDUCATION SPECIAL NEEDS PROGRAMS



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NATIONAL INSTITUTE OF EDUCATION

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T. L. Faulkner, Director
DIVISION OF VOCATIONAL EDUCATION AND COMMUNITY COLLEGES
STATE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA 36130

2

CE005 882

TABLE OF CONTENTS

	Page No.
Special Needs Programs for Disadvantaged Students	1
Identification of Disadvantaged Students	1
Criteria for Identification of Disadvantaged Students	1
Special Needs Programs for Handicapped Students	2
Identification of Handicapped Students	2
Vocational Teachers for Special Needs Classes	3
Facilities	4
Evaluation	5
Cooperative Agreement with Vocational Education, Vocational Rehabilitation and Crippled Children, and the Program for Exceptional Children and Youth in the Coordination of Services to the Handicapped in Alabama	6
The Functions of the Division of Vocational Rehabilitation and Crippled Children	6
The Functions of Vocational Education	7
The Functions of the Program for Exceptional Children and Youth	7
Plan for Assuring Vocational Education for Disadvantaged and/or Handicapped Students	9
Policies and Procedures for Conducting Special Needs Programs in Alabama	10
Responsibilities of State Coordinator	10
Responsibilities of State Supervisors	11
Responsibilities of District Supervisors	11
Special Need Forms	12
Disadvantaged Programs	12
Handicapped Programs	13

Summary of Supervisory Visit Special Needs Programs 14

Plan for Assuring Vocational Education for Disadvantaged Students 15

Report of Enrollments in Vocational Education Special Needs Programs for the Disadvantaged 16

Follow-up Report of Enrollments in Vocational Education Special Needs Programs for the Disadvantaged 17

Special Needs Education Personnel Inventory of Vocational Students 18

Plan for Assuring Vocational Education for Handicapped Students 19

Report of Enrollment in Vocational Education Special Needs Programs for the Handicapped 20

Follow-up Report of Enrollments in Vocational Education Special Needs Programs for the Handicapped 21

Summary of Supervisory Visit Special Needs Programs 22

VOCATIONAL EDUCATION
SPECIAL NEEDS PROGRAMS

SPECIAL NEEDS PROGRAMS FOR DISADVANTAGED STUDENTS

IDENTIFICATION OF DISADVANTAGED STUDENTS

The Federal Register defines the term "Disadvantaged persons" as persons who have academic socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education programs designed for persons without such handicaps, and who for that reason require specially designed education programs or related services. The need for such programs or services may result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but not physical or mental handicaps, unless such persons are also disadvantaged as described in this paragraph.

CRITERIA FOR IDENTIFICATION OF DISADVANTAGED STUDENT

A student must meet one or more of the criteria listed below to be classified as a disadvantaged student. Disadvantaged vocational students must be identified using these criteria and documentation (VE Form 7) maintained in the school files.

- Overage for grade by at least two (2) years.
- Difficulty communicating or writing.
- Frequently absent from school or work.
- Presently unemployed or frequently unemployed.
- Reading level at least two (2) years below grade placement.
- Family depending upon social agencies.
- Economic assistance to stay in school.
- Family income of less than $3,000. annually.

SPECIAL NEEDS PROGRAMS FOR HANDICAPPED STUDENTS

IDENTIFICATION OF HANDICAPPED STUDENTS

The Federal Register defines the term "Handicapped persons" as persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapped conditions cannot succeed in a vocational education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational program.

Handicapped vocational education students must be identified and a documentation (VE Form 7 or identification by Vocational Rehabilitation and Crippled Children Service, or Special Education personnel for Exceptional Children and Youth) maintained in the school files.

Handicapped students must meet one or more of the following conditions:

- Trainable Mentally Retarded

  Rate of intellectual development approximately 25 to 50 percent of normal.

- Educable Mentally Retarded

  Rate of intellectual development which is approximately 45 to 75 percent of normal.

- Hard of Hearing

  Individual can hear and understand speech, but with difficulty.

- Deaf

  Even with amplification of sound provided with hearing

aid, the individual is unable to hear and recognize all speech sounds.

. Speech Impaired

These individuals have speech patterns that differ from the normal to an extent which is noticeable.

. Visually Impaired

These individuals are severely limited in their ability to see.

. Emotionally Disturbed

Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior.

. Orthopedically Handicapped (crippled)

These individuals have a limited ability in self-mobility, sitting in a classroom, and/or using materials or equipment for learning because of muscular, skeletal, or neuro-muscular impairment.

. Learning Disability

Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or simple computing.

. Other Health Impaired

This group of individuals have limited strength, vitality, and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other illnesses.

VOCATIONAL TEACHERS FOR SPECIAL NEEDS CLASSES

The vocational teachers for special needs classes must meet requirements for State Certification in the vocational area to be served.

In order to cope with the problems encountered in working with the disadvantaged and/or handicapped, research has shown that human qualities in a teacher are of great importance.

Instructors should display understanding for, and a sincere interest in working with, disadvantaged and/or handicapped persons as evidenced by interviews and performance records. Successful work experience is an asset. The teacher's attitude and record should indicate his willingness and ability to cooperate with other teachers and/or agencies to provide relevant experiences for each person to be served.

FACILITIES

Disadvantaged or handicapped persons may receive their training through a combination of classroom instruction, sheltered workshops, laboratory or shop experiences, and job simulation and/or work experiences.

Areas that house the equipment for instruction should be designed so that beginning and advanced special needs learners are able to use the same facilities. They should also be readily adaptable for multi-job clusters.

Plans and specifications for equipment and facilities should provide for maximum accessibility and usability by disadvantaged or handicapped persons and should conform with the minimum standards established by the State Department of Education. The need for apparatus or appliances in the form of safety guards, lamps, special doors, ramps, special lavatory facilities is to be considered.

Innovations such as mobile demonstration facilities, housed in trailers or busses and moved from school to school, may be useful in both rural and urban areas.

EVALUATION

Continuous evaluation is an integral part of the program. The evaluation plan should be a component of each service and/or program. Evaluation is to be done in terms of individual progress in the program and product evaluation as evidenced by either entrance into employment or into a more advanced level of training.

Local educational agencies are to assume the responsibility and accountability for continued improvement in the placement of persons completing the training into occupations related to their field of study.

COOPERATIVE AGREEMENT
WITH VOCATIONAL EDUCATION,
VOCATIONAL REHABILITATION AND CRIPPLED CHILDREN,
AND THE PROGRAM FOR EXCEPTIONAL CHILDREN AND YOUTH
IN THE COORDINATION OF SERVICES TO THE HANDICAPPED IN ALABAMA

In an effort to coordinate educational programs for the handicapped in Alabama, the Division of Vocational Education and Community Colleges, Division of Rehabilitation and Crippled Children, and the Exceptional Children and Youth Section will work cooperatively to prevent overlapping of services; and to provide quality educational services to the handicapped individuals for whom these agencies are responsible.

Vocational Rehabilitation will have the primary responsibility for all services and activites with the handicapped in their preparation for enrollment for on-the-job training and/or institutional training. Vocational Education personnel will cooperate in assisting the rehabilitation counselor in the preparation for enrollment to whatever extent as will be helpful.

Vocational Education will have the primary responsibility for training the handicapped; however, to the extent and in the ways that Voctional Rehabilitation personnel can be helpful as advisors, consultants, or counselors in working with the handicapped while in training, such assistance will be provided.

Vocational Rehabilitation and the Alabama Employment Service will have primary responsibility for placing the handicapped when trained. Vocational Education will cooperate and be of whatever assistance possible.

Vocational evaluation and training facilities constructed and equipped on the campus of an area secondary vocational school by the Vocational Rehabilitation Service in full or in part shall be under the exclusive control and administrative jurisdiction of the local school board or agency.

<u>The Functions of the Division of Vocational Rehabilitation and Crippled Children are:</u>

1. To identify and locate persons properly classified as handicapped, as defined in the 1968 Amendments to the Vocational Education Act of 1963.

2. To accept for evaluation and counseling handicapped persons referred by public school employees and others.

3. To provide such remedial services for physical restoration as possible and feasible.

4. To provide such vocational counseling as may be needed to assist in determination of each individual's vocational assests which can be developed to the point of making the individual employable.

5. To assist in prescribing the occupational objective and level for each individual and identifying employment opportunities for them when trained.

6. To assist in providing training materials and other items essential for training when such items are not normally provided by the local school system.

7. To be responsible for placing those handicapped individuals that have been properly prepared for employment.

The Functions of Vocational Education are:

1. To accept those persons referred by Vocational Rehabilitation for consideration for enrollment in an institution or for on-the-job training in the occupation recommended.

2. To provide the instruction as needed for training for employability.

3. To assist in providing the basic equipment and supplies for the establishment of a vocational education unit in the public school systems or institutions. Any equipment purchased for handicapped programs from Vocational Education funds will become the property of the local school system or institution.

4. To determine when each individual has obtained the prescribed vocational compentencies.

5. To determine reasons for which an individual's training is to be discontinued.

6. To refer individuals back to the Screening and Placement Committee for further processing and/or placement for employment when their training is completed and/or otherwise terminated.

The Functions of the Program for Exceptional Children and Youth are:

1. To identify and screen all Exceptional Children and Youth students who are to be placed in an Exceptional Children and Youth class. This may be done in cooperation with Vocational Rehabilitation.

2. To allocate, where possible, an Exceptional Children and Youth teacher unit to all Exceptional Children and Youth classes that are established in accordance with the regulations of the State Department of Education for Exceptional Children.

3. To provide instructions which are prescribed in the curriculum for Exceptional Children and Youth training of exceptional children.

4. To cooperate with the Vocational Education teacher and the Vocational Rehabilitation counselor in the preparation of pupil-clients for employment.

5. Where special transportation is provided by Exceptional Children and Youth, this service will be coordinated with Vocational Rehabilitation.

6. To cooperate with Vocational Rehabilitation to provide testing services in Vocational Education programs as far as possible.

LeRoy Brown Date: 5/2/75
LeRoy Brown
State Superintendent

T. L. Faulkner Date: 5/1/75
T. L. Faulkner, State Director
Vocational Education and
Community Colleges

George M. Hudson Date: 5/12/75
George M. Hudson, State Director
Vocational Rehabilitation and
Crippled Children

Clinton R. Owens Date: 5-9-75
Clinton R. Owens
Chief Education Consultant
Exceptional Children and Youth

PLAN FOR ASSURING VOCATIONAL EDUCATION FOR DISADVANTAGED AND/OR HANDICAPPED STUDENTS

The Vocational Education Amendments of 1968 specified that 10 per cent of the federal funds, Part B, received be used for handicapped persons and 15 per cent be used for disadvantaged persons who cannot succeed in a regular vocational education instructional program.

Since only the vocational education teacher's salary and travel are reimbursed, it will be necessary to provide special instructional programs (one class period or longer) for the disadvantaged and/or handicapped person in meeting the requirements.

Local Boards of Education are responsible for developing plans of assurance (Forms SN-2-17-75 and SN-2-20-75) which include:

1. Identification of vocational teachers who will teach disadvantaged and/or handicapped students in keeping with the State Plan for Vocational Education.
2. Identification of the vocational service of the teacher.
3. Identification of the vocational teacher who will teach disadvantaged and/or handicapped students full-time.
4. Identification of the vocational teacher who will teach disadvantaged and/or handicapped students part-time.
5. Identification of the number of periods the vocational teacher will be scheduled to teach disadvantaged and/or handicapped students.

6. Identification of the number of students to be enrolled in a special disadvantaged and/or handicapped classes.
7. Listing of the total teacher's salary.
8. Computation of the amount of teacher's salary to be used for special disadvantaged and/or handicapped classes.
9. Identification of the amount of teacher's travel used for special disadvantaged and/or handicapped classes.
10. Identification of the total cost of disadvantaged and/or handicapped programs.

It is the responsibility of the local education agency to notify vocational teachers that they have been identified to teach a special class for disadvantaged and/or handicapped students.

If students are succeeding in a regular vocational program, they should not be identified for a special class.

POLICIES AND PROCEDURES FOR CONDUCTING SPECIAL NEEDS PROGRAMS IN ALABAMA

In coordinating the Special Needs Program in Alabama, the State Coordinator of Special Needs will work closely with the supervisory staffs to prevent overlapping of efforts in providing quality educational services.

STATE COORDINATOR WILL HAVE THE FOLLOWING RESPONSIBILITIES:

. To work with local Boards of Education in determining what programs are needed and which Vocational service will supervise them.

- To develop a roster of Vocational Education teachers in Disadvantaged and Handicapped Programs.

- To inform the State Supervisors of Special Needs Programs identified by local Superintendents.

- To coordinate the Special Needs Programs with the Supervisors of the various vocational services.

- To work with Vocational, Rehabilitation, and Exceptional Children and Youth State personnel in planning and implementing programs for the handicapped.

- To review all programs to see if the cooperative agreement is being carried out.

- To secure necessary information for reporting.

- To organize and conduct in-service workshops for the Special Needs Program in cooperation with Vocational, Rehabilitation and Special Education personnel.

- To keep the Branch Director of Program Services informed on program operation and development.

STATE SUPERVISORS WILL HAVE THE FOLLOWING RESPONSIBILITIES:

- To improve the qualifications of Vocational teachers for employment in Special Needs Programs.

- To be responsible for preparing contracts with local Boards of Education.

- To keep the State Coordinator informed of teacher changes.

- To work cooperatively with the State Coordinator of Special Needs Programs in implementing new programs.

- To be responsible for the supervision of the Special Needs Programs involving curriculum development and reporting.

DISTRICT SUPERVISORS WILL HAVE THE FOLLOWING RESPONSIBILITIES:

- To supervise the instructional program and submit copies of the supervisory visit reports to the State Coordinator of Special Needs Programs and State Supervisor.

- To work cooperatively with the State Cocrdinator in selecting and approving equipment to be purchased.
- To work cooperatively with the Coordinator of Special Needs Programs in implementing new programs.

SPECIAL NEEDS FORMS

DISADVANTAGED PROGRAMS

1. Form SN 2-17-75 (Plan for Assuring Vocational Education or Disadvantaged Students) This form is used by the local education agency in reporting vocational teachers who will be teaching special classes, one or more periods, for disadvantaged students. Due date October 1.
2. Form SN 2-18-75 (Report of Enrollments in Vocational Education Special Needs Programs for the Disadvantaged) This form is used by the local education agency in reporting enrollment of disadvantaged students in vocational education special classes, one or more periods, receiving additional services to enable them to succeed. Due date May 1.
3. Form SN 2-19-75 (Follow-Up Report of Enrollments in Vocational Special Needs Programs for the Disadvantaged) This form is used to report previous school year enrollment of disadvantaged students in the local school system who were enrolled in a special vocational education class, one or more periods, receiving additional service to enable them to succeed. Due date March 1.

4. VE Form 7 (Special Needs Education Personal Inventory of Vocational Student) This form is to be filled out and kept in the local school system on each student identified as disadvantaged. This form provides information on: (1) Why the student is identified as disadvantaged and (2) What the teacher is doing to help the student to overcome the condition.

HANDICAPPED PROGRAMS

1. Form SN 2-20-75 (Plan for Assuring Vocational Education for Handicapped Students) This form is used by the local education agency in reporting vocational teachers who will be teaching special classes, one or more periods, for handicapped students. Due date October 1.
2. Form SN 2-21-75 (Report of Enrollments in Vocational Education Special Needs Programs for the Handicapped) This form is used by the local education agency in reporting enrollment of handicapped students in vocational education special classes, one or more periods, receiving additional services to enable them to succeed. Due date May 1.
3. Form SN 2-22-75 (Follow-Up Report of Enrollments in Vocational Special Needs Programs for the Handicapped) This form is used to report previous school year enrollment of handicapped students in the local school

system who were enrolled in a special vocational education class, one or more periods, receiving additional service to enable them to succeed.

Due date March 1.

SUMMARY OF SUPERVISORY VISIT SPECIAL NEEDS PROGRAMS

Form SN 3-17-75 This form is to be used by the district supervisors in vocational education in reporting a summary of their supervisory visits to special needs classes.

Alabama State Department of Education
Division of Vocational Education and Community Colleges
Montgomery, Alabama 36130

Form SN 2-17-75
Due Date: Oct. 1

PLAN FOR ASSURING VOCATIONAL EDUCATION FOR DISADVANTAGED STUDENTS

Utilizing a mimimum of $_____, as calculated by the procedure described in Part I Section 3.26-2(c) of the State Plan, which must be used for vocational education for students identified as disadvantaged for FY _____.

_____ Date _____ 19 ____ _____
Board of Education Superintendent's Signature

19

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
The following vocational teachers have been scheduled to teach disadvantaged students in keeping with the State Plan for Vocational Education	Vocational Service	Full-Time	Part-Time	Number Periods Assigned	Number Students	Total Teacher's Salary	Amount Teacher's Salary Disadvantaged Program	Amount Teacher's Travel Disadvantaged Program	Total Cost Disadvantaged Program

-15-

NOTE: Total cost (Column 10) of Vocational Education special programs for the disadvantaged students who cannot succeed in a regular program should equal or exceed the mimimum amount of Vocational Education funds for your school system indicated at the top of this form.

Please return by October 1 to:

Dr. T. L. Faulkner, Director
Division of Vocational Education
and Community Colleges
State Department of Education
Montgomery, Alabama 36130

NOTE: Please read instructions on the back before completing this form.

(OVER)

INSTRUCTIONS

The Vocational Education Amendments of 1968 specified that of the Federal funds received, 10 percent be used for handicapped persons and 15 percent be used for disadvantaged persons who cannot succeed in a regular Vocational Education instructional program.

Since only the Vocational Education teacher's salary and travel are reimbursed, it will be necessary to provide special instructional programs (one class period or longer) for the disadvantaged person in meeting the requirements.

Only the disadvantaged person enrolled in a special class should be reported.

Column (1) - List Vocational Education teachers who have been scheduled full-time or part of the school day in providing special programs for the disadvantaged person.
Note: A special program may be one class period of instruction or more.

Column (2) - Enter the Vocational Education service the teacher is assigned, (Agribusiness, T & I, BOE, Home Ec., Health, Voc. Guidance, I.A.)

Column (3) - Check if Vocational Education teacher is scheduled full-time in providing special programs for disadvantaged persons.

Column (4) - Check part-time if the dollar amount of funds does not require a teacher's full salary and the teacher's time is prorated by class periods in providing special programs.

Column (5) - Enter number of periods vocational teacher is scheduled in providing special programs for students who cannot succeed in a regular Vocational Education program.

Column (6) - Enter the number of disadvantaged students enrolled in a special program to be taught by the Vocational Education teacher.

Column (7) - Enter total teacher's salary.

Column (8) - Enter amount of Vocational teacher's salary for disadvantaged programs. Enter total teacher's salary if scheduled full-time or a percentage of teacher's salary to teach disadvantaged students on a part-time basis. For example, if a Vocational teacher is scheduled 1 period of his 5 teaching periods, count 20% of teacher's salary. (2 periods = 40%, etc.)

Column (9) - Enter total teacher's travel if scheduled full-time or a percentage of teacher's travel if scheduled part-time, (See Column 8 above).

Column (10)- Enter total cost of providing additional services for the disadvantaged students. Columns (8) + (9) = Column (10).

Alabama State Department of Education
Division of Vocational Education
and Community Colleges
Montgomery, Alabama 36130

Form SN 2-18-75
Due Date: May 1

REPORT OF ENROLLMENTS IN VOCATIONAL EDUCATION SPECIAL NEEDS PROGRAMS FOR THE DISADVANTAGED

Date: _____

Report total enrollment of disadvantaged students in the local school system who are enrolled in a Vocational Education class receiving additional services to enable them to succeed.

(1) County _____ School System _____

(2) Signed: _____ Local Vocational Director or Person Responsible for Report

(3) Signed: _____ Superintendent

(4) Number of Special Needs Classes _____ Total Enrollment _____

(5) Number of Students Placed for Cooperative Training _____

TOTAL ENROLLMENT

VOCATIONAL SERVICE	ENROLLMENT							
	(1) TOTAL		(2) SECONDARY		(3) POST SECONDARY	(4) ADULT		
	M	F	Below Grade 9	Grades 9-12		Preparatory	Supplementary	Apprenticeship
Agribusiness Education								
Business & Office Education								
Distributive Education								
Career Guidance								
Home Economics Education								
Health Occupations Education								
Trade & Industrial Education								
Industrial Arts Education								
TOTAL								
GRAND TOTAL (6)								

Due Date: May 1 - Submit original copy to:

State Coordinator
Special Needs Programs in Vocational Education
Division of Vocational Education and Community Colleges
State Department of Education
Montgomery, Alabama 36130

NOTE: Please read instructions on the back before completing this form.

(OVER)

CRITERIA FOR IDENTIFICATION OF DISADVANTAGED STUDENT:	(5) Number Students	
	M	F
1. Is overage for grade by at least two (2) years.		
2. Has difficulty communicating or writing.		
3. Is frequently absent from school or work.		
4. Is presently unemployed or frequently unemployed.		
5. Has a reading level at least two (2) years below grade placement.		
6. From a family depending upon social agencies.		
7. Needs economic assistance to stay in school.		
8. Has family income of less than $3,000 annually.		

Note: Student must meet one or more of the criteria listed above.
Students should be reported only one time in columns 1, 2, 3, and 4 on front page.

GENERAL INSTRUCTIONS AND DEFINITIONS FOR DISADVANTAGED STUDENTS ENROLLED

As defined in the Federal Register, the term "Disadvantaged persons" means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed education programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons, unless such persons also suffer from the handicaps described in this paragraph.

Disadvantaged Vocational Education students must be identified and a documentation (VE form 7) maintained in the school files. Enrollment for the disadvantaged shown on this report is to be reported on the regular enrollment reports of the appropriate vocational education service.

Line 1, 2, and 3 - are self explanatory.

Line 4 - Show number of special classes provided within the school system by Vocational Education teachers and total enrollment of all classes.

Line 5 - Show number of Special Needs students who have been placed for cooperative training.

Column (1) - Show total number of disadvantaged students (male or female) for which you are providing special services.

Column (2), (3) & (4)- Show number enrolled at that level of instruction.

Column (5) - Indicate number of students enrolled (male or female) by disadvantaged category. In Column (5) students may be reported in more than one category.

Grand Total (6) - Grand total of Column (1) (M + F) should equal grand total of Column (2) (Below grades 9 + grades 9-12). Grand total Column (4) (preparatory + supplementary + apprenticeship).

Alabama State Department of Education
Division of Vocational Education
and Community Colleges
Montgomery, Alabama 36130

Form SN 2-19-75
Due Date: March 1.

FOLLOW-UP REPORT OF ENROLLMENTS IN VOCATIONAL EDUCATION SPECIAL NEEDS PROGRAMS FOR THE DISADVANTAGED

Date: _____

Report previous school year enrollment of disadvantaged students in the local school system who were enrolled in a special Vocational Education class receiving additional service to enable them to succeed.

(1) County _____ School System _____ School Year 19__-19__

(2) Signed: _____ Local Vocational Director or Person Responsible for Report

(3) Approved: _____ Superintendent

(4) Number of Vocational Education Teachers _____

23

ENROLLMENT FOR SCHOOL YEAR

(1) List by Vocational Education Service	(2) TOTAL M	(2) TOTAL F	(3) ENROLLMENT Below Grade 9	(3) ENROLLMENT Grades 9-12	(3) ENROLLMENT Post Secondary	(3) ENROLLMENT Adults	(4) Number Completed Vocational Program	(5) Left prior to completing vocational program with marketable skills	(6) Status Unknown	(7) Number known not to be available for placement	(8) Number known to be available for placement	(9) Number known to be continuing higher education	(10) Number known to have been employed full-time in field-trained or Related field	(11) Number known to be unemployed
Agribusiness														
BOE														
DE														
Guidance														
ME														
MOE														
T & I														
TOTAL														
				GRAND TOTAL			Columns (4)+(5)			Columns (6)+(7)+(8)				

NOTE: Please read instructions on the back before completing this form.

(OVER)

-17-

GENERAL INSTRUCTIONS AND DEFINITIONS FOR DISADVANTAGED STUDENTS ENROLLED

As defined in the Federal Register, the term "Disadvantaged persons" means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in Vocational Education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed education programs or related services. The term includes neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons, unless such persons also suffer from the handicaps described in this paragraph.

Line 1, 2 and 3 - are self-explanatory.

Line 4 - Show number of Vocational Education teachers who taught an instructional program for the disadvantaged the previous school year in keeping with your Plan of Assurance for Vocational Education.

Column (1) and (2) - Show number of Vocational Education students (male and female) enrolled by vocational services.

Column (3) - Show number enrolled at that level.

Column (4) - Report the number of students who successfully completed the required sequence for vocational instruction in their program of study and graduated. Also include students who completed vocational program requirements and left school without graduating. Do not report a student who remains in school after completing vocational program requirements until the year he graduates or leaves school.

Column (5) - Report those students who have terminated their training in a program prior to normal completion time but who have gained marketable skills and have been employed full t[illegible] in the field for which they have been trained.

- Grand total of Columns 4 and 5 should equal grand total of Columns 6, 7 and 8.

Columns (6) - (11) - Indicate status of each former student.

Due Date: March 1 - Submit Original copy to: State Coordinator
Special Needs Programs
Division of Vocational Education & Community Colleges
State Department of Education
Montgomery, Alabama 36130

VE FORM 7
Revised 10/73

SPECIAL NEEDS EDUCATION
PERSONAL INVENTORY OF VOCATIONAL STUDENT
(Confidential for local school file)

STATE OF ALABAMA
DEPARTMENT OF EDUCATION

Name of Student _____ School Name _____

Home Address _____ City System _____ County System _____

City _____ State _____ Zip _____ Service: _____ Agrib.: BOE, etc.

Date Prepared _____ Check One: Secondary _____ Post Secondary _____

For School Year 19 ____ to 19 ____ ATTENDANCE RECORD FOR PAST SCHOOL YEAR: 19 _____

Summer Program _____ to _____ (mo. yr. mo. yr.) No. of days present _____ absent _____ tardy _____

BIRTH DATE: _____ PRESENT GRADE LEVEL: _____

STUDENT TEST RESULTS

TESTS	DATE GIVEN	RECORD APPROPRIATE SUMMARY
ACHIEVEMENT		/ / / / / / / / / / / / / / / /
1.		
2.		
3.		
APTITUDE		/ / / / / / / / / / / / / / / /
1.		
2.		
3.		
INTEREST		/ / / / / / / / / / / / / / / /
1.		
2.		
3.		

25

2776-801110-8M-551-1of2-5-75AL

OBSERVED SPECIAL ABILITIES: _____

_____

_____

_____

EMPLOYMENT RECORD:

Full and/or part-time: _____

Type of work: _____

Comments: _____

_____

_____

DIARY OF ASSISTANCE GIVEN

Date	Assistance Provided

Other Information: _____

_____

_____

_____
Signature of Counselor

_____
Date

_____
Signature of Teacher

_____
Date

NOTE: Report only students who received additional help or who are enrolled in a Special Needs class.

2776-801110-8M-551-2of2-5-75AL

Alabama State Department of Education
Division of Vocational Education and Community Colleges
Montgomery, Alabama 35130

Form SN 2-20-75
Due Date: Oct. 1

PLAN FOR ASSURING VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS

Utilizing a minimum of $_____, as calculated by the procedure described in Part I Section 3.26-2(b) of the State Plan, which must be used for vocational education for students identified as handicapped for FY _____.

_____ Date _____ 19 ____ _____
Board of Education Superintendent's Signature

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
The following vocational teachers have been scheduled to teach handicapped students in keeping with the State Plan for Vocational Education	Vocational Service	Full-Time	Part-Time	Number Periods Assigned	Number Students	Total Teacher's Salary	Amount Teacher's Salary Handicapped Program	Amount Teacher's Travel Handicapped Program	Total Cost Handicapped Program

NOTE: Total cost (Column 10) of Vocational Education special programs for the handicapped students who cannot succeed in a regular program should equal or exceed the mimimum amount of Vocational Education funds for your school system indicated at the top of this form.

Please return by October 1 to:

Dr. T. L. Faulkner, Director
Division of Vocational Education
and Community Colleges
State Department of Education
Montgomery, Alabama 36130

NOTE: Please read instructions on the back before completing this form.

(OVER)

INSTRUCTIONS

The Vocational Education Amendments of 1968 specified that of the Federal funds received, 10 percent be used for handicapped persons and 15 percent be used for disadvantaged persons who cannot succeed in a regular Vocational Education instructional program.

Since only the Vocational Education teacher's salary and travel are reimbursed, it will be necessary to provide special instructional programs (one class period or longer) for the handicapped person in meeting the requirements.

Only the handicapped person enrolled in a special class should be reported.

Column (1) - List Vocational Education teachers who have been scheduled full-time or part of the school day in providing special programs for the handicapped person.
Note: A special program may be one class period of instruction or more.

Column (2) - Enter the Vocational Education service the teacher is assigned, (Agribusiness, T & I, BOE, Home Ec., DE, Health, Voc. Guidance, I.A.)

Column (3) - Check if Vocational Education teacher is scheduled full-time in providing special programs for handicapped persons.

Column (4) - Check part-time if the dollar amount of funds does not require a teacher's full salary and the teacher's time is prorated by class periods in providing special programs.

Column (5) - Enter number of periods vocational teacher is scheduled in providing special programs for students who cannot succeed in a regular Vocational Education program.

Column (6) - Enter the number of handicapped students enrolled in a special program to be taught by the Vocational Education teacher.

Column (7) - Enter total teacher's salary.

Column (8) - Enter amount of Vocational teacher's salary for handicapped programs. Enter total teacher's salary if scheduled full-time or a percentage of teacher's salary to teach handicapped students on a part-time basis. For example, if a Vocational teacher is scheduled 1 period of his 5 teaching periods, count 20% of the teacher's salary. (2 periods = 40%, etc.)

Column (9) - Enter total teacher's travel if scheduled full-time or a percentage of teacher's travel if scheduled part-time (See Column 8 above).

Column (10)- Enter total cost of providing additional services for the handicapped students. Columns (8) + (9) = Column (10).

Alabama State Department of Education
Division of Vocational Education
and Community Colleges
Montgomery, Alabama 36130

Form SN 2-[illegible]5
Due Date: May 1

REPORT OF ENROLLMENTS IN VOCATIONAL EDUCATION SPECIAL NEEDS PROGRAMS FOR THE HANDICAPPED

Date: _____

Report total enrollment of handicapped students in the local school system who are enrolled in a Vocational Education class receiving additional services to enable them to succeed.

(1) County _____ School System _____

(2) Signed: _____ Local Vocational Director or Person Responsible for Report

(3) Signed: _____ Superintendent

(4) Number of Special Needs Classes _____ Total Enrollment _____

(5) Number of Students Placed for Cooperative Training _____

TOTAL ENROLLMENT

VOCATIONAL SERVICE	ENROLLMENT							
	(1) TOTAL		(2) SECONDARY		(3) POST SECONDARY	(4) ADULT		
	M	F	Below Grade 9	Grades 9-12		Preparatory	Supplemental	Apprenticeship
Agribusiness Education								
Business & Office Education								
Distributive Education								
Career Guidance								
Home Economics Education								
Health Occupations Education								
Trade & Industrial Education								
Industrial Arts Education								
TOTAL								
GRAND TOTAL (6)								

HANDICAPPED CONDITIONS		(5)	
		M	F
1.	Trainable Mentally Retarded		
2.	Educ. Mentally Retarded		
3.	Hard of Hearing		
4.	Deaf		
5.	Speech Impaired		
6.	Visually Impaired		
7.	Emot. Disturbed		
8.	Crippled		
9.	Learning Disabilities		
10.	Other Health Impaired		
	TOTAL		
	GRAND TOTAL (M+F)		

Due Date: May 1 - Submit original copy to:

State Coordinator
Special Needs Programs in Vocational Education
Division of Vocational Education and Community Colleges
State Department of Education
Montgomery, Alabama 36130

NOTE: Please read instructions on the back before completing this form.

(OVER)

GENERAL INSTRUCTIONS AND DEFINITIONS FOR HANDICAPPED STUDENTS ENROLLED

As defined in the Federal Register, the term "Handicapped Person" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapped conditions cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking program.

Handicapped Vocational Education students must be identified and a documentation maintained in the school files. Enrollment for the handicapped shown on this report is to be reported on the regular enrollment reports of the appropriate vocational education service.

Line 1, 2, and 3 - are self explanatory.

Line 4 - Show number of special classes provided within the school system by vocational education teachers and total enrollment of all classes.

Line 5 - Show number of Special Needs students who have been placed for cooperative training.

Column (1) - Show total number of handicapped students (male or female) for which you are providing special services.

Column (2)(3) & (4) - Show number enrolled at that level.

Column (5) - Indicate number of students enrolled (male or female) by type of handicapped condition that qualify them for the special program. Give total in male and female columns.

- Grand total should equal totals of (M + F).

Grand Total (6) - Grand total of Column (1) (M + F) should equal grand total of Column (2) (Below grades 9 + grades 9-12). Grand total Column (4) (preparatory + supplementary + apprenticeship).

Alabama State Department of Education
Division of Vocational Education
and Community Colleges
Montgomery, Alabama 36130

Form SN 2-22-75
Due Date: March 1.

FOLLOW-UP REPORT OF ENROLLMENTS IN VOCATIONAL EDUCATION SPECIAL NEEDS PROGRAMS FOR THE HANDICAPPED

Date: _____

Report previous school year enrollment of handicapped students in the local school system who were enrolled in a special Vocational Education class receiving additional service to enable them to succeed.

(1) County _____ School System _____ School Year 19__-19__

(2) Signed: _____ Local Vocational Director or Person Responsible for Report

(3) Approved: _____ Superintendent

(4) Number of Vocational Education Teachers _____

ENROLLMENT FOR SCHOOL YEAR

(1) List by Vocational Education Service	(2) TOTAL		(3) ENROLLMENT				(4) Number Completed Vocational Program	(5) Left prior to completing vocational program with marketable skills	(6) Status Unknown	(7) Number known not to be available for placement	(8) Number known to be available for placement	(9) Number known to be continuing higher education	(10) Number known to have been employed full-time in field-trained or Related field	(11) Number known to be unemployed
	M	F	Below Grade 9	Grades 9-12	Post Secondary	Adults								
Agribusiness														
BOE														
DE														
Guidance														
HE														
HOE														
T & I														
TOTAL														
				GRAND TOTAL			Columns (4)+(5)			Columns (6)+(7)+(8)				

NOTE: Please read instructions on the back before completing this form.

(OVER)

31

GENERAL INSTRUCTIONS AND DEFINITIONS FOR HANDICAPPED STUDENTS ENROLLED

As defined in the Federal Register, the term "handicapped person" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapped conditions cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason requires special educational assistance or a modified vocational or consumer and homemaking program.

Line 1, 2 and 3 - are self-explanatory.

Line 4 - Show number of vocational education teachers who taught an instructional program for the handicapped the previous school year in keeping with your Plan of Assurance for vocational education.

Column (1) and (2) - Show number of vocational education students (male and female) enrolled by vocational services.

Column (3) - Show number enrolled at that level.

Column (4) - Report the number of students who successfully completed the required sequence for vocational instruction in their program of study and graduated. Also include students who completed vocational program requirements and left school without graduating. Do not report a student who remains in school after completing vocational program requirements until the year he graduates or leaves school.

Column (5) - Report those students who have terminated their training in a program prior to normal completion time but who have gained marketable skills and have been employed full time in the field for which they have been trained.

- Grand total of Columns 4 and 5 should equal grand total of Columns 6, 7, and 8.

Columns (6) - (11) - Indicate status of each former student.

Due date: March 1 - Submit Original copy to: State Coordinator
Special Needs Programs
Division of Vocational Education & Community Colleges
State Department of Education
Montgomery, Alabama 36130

Form SN 3-17-75

Alabama State Department of Education
Division of Vocational Education and
Community Colleges
Montgomery, Alabama 36130

SUMMARY OF SUPERVISORY VISIT SPECIAL NEEDS PROGRAMS

Check: Disadvantaged ____ Handicapped ____

Service: Agribusiness ____ B.O.E. ____ D.E. ____ Home Ec. ____ Health Occup. ____ T.& I. ____ I.A. ____

School System _____ Date _____

School Visited _____ Teacher _____

Signed District Supervisor: _____

I. Observation of the Teaching-Learning Process:

II. Information Pertaining to Special Needs Programs:

1. Students served:

A. Are students eligible for participation? ___ Yes ___ No

B. Is student personnel inventory information available and up to date? (VE Form 7) ___ Yes ___ No

2. Program content:

A. Are program/course objectives consistent with the State Plan for Vocational Education? ___ Yes ___ No

B. Is the instruction consistent with identified needs of students? ___ Yes ___ No

3. Is the program consistent with the State policies for Speical Needs Education and the Federal rules and regulations? ___ Yes ___ No

(If answer to #1, #2, or #3 is "No" explain in number (6) on back of this form. A follow-up letter should be written to appropriate LEA personnel - copies should be routed same as this form.)

4. Facilities, Equipment, and Materials:

A. Comments:

B. Recommendations:

5. Teacher Evaluation:

6. Recommendations:

One copy to: Principal
State Coordinator (D & H)
State Supervisor
District Supervisor